
Instructional Leadership Skills and Teachers' Performance in Implementing the Modular Learning Modality

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Abstract —Leadership plays an essential role in the growth and endurance of any organization or institution, similarly it is important in educational management due to its larger impact on the achievement of educational objectives. Leadership is about improving organization and developing agreed upon and valuable guidelines for the organization and taking the desired step to motivate the individuals to move in the right direction (Louis et al. 2010). As we embark on this new normal learning modality, school heads' instructional leadership skills are challenged, and teachers' performance is at stake, considering that all educational stakeholders are navigating this new normal learning modality. With this, the researcher decided to conduct this study in order to determine the significant relationship between the instructional leadership skills of school heads and teachers' performance in implementing modular distance learning. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher utilized the Instructional Leadership Skills Survey and Monitoring and Supervision Tool to implement distance learning. Simple Percentage, Weighted mean and Pearson r were the statistical tools used. The researcher found out that the instructional leadership skills of school heads as resource provider, Instructional resources, communicator and visible leader is high while teachers' performance in implementing modular distance learning is very satisfactory. Likewise, it was found out in the study that there is a significant relationship between the instructional leadership skills of school heads as resource provider, instructional resources, communicator and visible leader is high while teachers' performance in implementing modular distance learning. Thus, instructional leadership skills of school heads affect teachers' performance in implementing modular distance learning.

Keywords — *Instructional Leadership Skills, Teachers' Performance,*

I. Introduction

Opening schools during the COVID-19 pandemic is the biggest challenge that the Department of Education (DepEd) has faced. Countries worldwide, like the Philippines, are struggling to continue education amid the health crisis. Therefore, leadership is the ability of people to influence others' minds and beliefs towards accomplishing identified goals in the organization. The leader can translate the vision and mission of the organization into reality.

The central concept of leadership is influence rather than authority, noting that influence and authority are dimensions of power. Influence could be exercised by anyone in the school or college, while the authority tends to reside in formal positions, such as principal or head teacher (1). Hence, leadership is independent of positional authority.

Instructional Leadership, as the second domain for school leadership and management, underscores that education reforms have created an urgent need for the strong emphasis on developing instructional leadership skills. This domain covers those actions in instructional leadership (e.g. assessment for learning, development and implementation, instructional supervision and technical assistance) that school heads take or delegate to others to promote good teaching and high-level learning among pupils/students. Leadership in school is a procedure of motivating and supervising teachers to work with a passion for achieving educational goals. Leadership plays an important role in the growth and endurance of any organization or institution, similarly, it is important in educational management due to its larger impact on the achievement of educational objectives. Leadership is about improving the organization and developing agreed-upon and valuable guidelines for the organization and taking the desired step to motivate the individuals to move in the right direction (2).

With the present health crisis of the country, the instructional leadership skills of school heads are challenged. With the present modular distance learning modality where pupils are learning at home, how can school heads supervise or monitor the teachers' instructions of which face-to-face interaction is not presents? How can they see that teachers are working based on their job description? Are they enjoying or satisfied with their present routine to craft, print, sort, distribute, retrieve, check and record the modules, conduct home visitation, oral reading and numeracy? These are only some of the few questions that came into the researcher and other school administrators' minds and why she conducted this study. Thus, this study aimed to determine the significant relationship between school heads' instructional leadership skills and teachers' performance in implementing the modular distance learning modality. A proposed intervention plan was formulated based on the result of the study.

In the aforementioned rationale, the researcher who is currently teaching in the above-mentioned local would like to delve into worthy research undertaking that will benefit the school he is currently teaching and that of her Graduate Program. Specifically, this study sought to answer the following questions:

1. What is the instructional leadership skills of school heads in implementing modular distance learning modality in terms of the following:
 - 1.1 resource provider;
 - 1.2 instructional resource;
 - 1.3 communicator; and
 - 1.4 visible leader?
2. What is the level of teachers' performance in implementing modular distance learning modality in terms of the following indicators:

- 2.1 content knowledge and pedagogy;
 - 2.2 learning environment and diversity of learners;
 - 2.3 curriculum and planning;
 - 2.4 assessment and reporting; and
 - 2.5 plus factor?
3. Is there a significant relationship between the following:
 - 3.1 Resource providers and teachers' performance;
 - 3.2 Instructional resources and teachers' performance;
 - 3.3 Communicator and teachers' performance; and
 - 3.4 Visible leadership and teachers' performance?
 4. What intervention plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design. This design was the most appropriate research design for this study because it sought to determine school heads' instructional leadership skills and teachers' performance in implementing modular distance learning modality. Moreover, this design also determined the degree of the linear relationship between the variables; Instructional Leadership Skills of School Heads; and Teachers' Performance in Implementing Modular Distance Learning Modality. Tongonan Elementary School and Lim-ao Elementary School of Kananga III District, Leyte Division are the main locale of the study. The 30 teachers in the said locales are the respondents of the study. The Survey on Instructional Leadership Skills and Monitoring and Supervision Tool to determine the teachers' performance in implementing modular distance learning modality were utilized. This research determined the instructional leadership skills and teachers' performance in implementing modular distance learning modality and its correlation between the dependent and independent variables. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 30 teachers involved in this study. A survey questionnaire was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before gathering data. The research instrument was administered personally to

the teachers in selected schools in Kananga III District. A letter to orient on how to accomplish the survey was appended in the questionnaire. The teachers were given ample time to

answer the survey. Retrieval, tabulation and submission for statistical treatment was done. Making of Proposed Intervention Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and School Principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

Treatment of Data. Descriptive statistics such as simple percentage and weighted mean were applied as statistical treatment. The Pearson Product Moment Correlation was used to analyze the significant relationship between school heads' instructional leadership skills and teachers' performance in implementing modular distance learning modality. This proved and disproved the hypothesis of the study.

III. Results and Discussion

Table 1
Instructional Leadership Skills in Terms of Resource Provider (N=30)

STATEMENTS	Weighted Mean	Interpretation
1. He/She updates teachers about the current research and practices through presentations or emails.	4.23	Often
2. He/She helps find alternative teaching materials to provide additional practice with the particular skills in this new normal education.	4.27	Often
3. He/She keeps herself abreast of numerous changes and resources in education to provide opportunities for teachers to come up with instructional innovations using the modular distance learning modality.	4.20	Often
4. He/She fosters team building and collaboration to improve instruction in distance learning.	4.12	Often
5. He/She helps teachers share their best practices in teaching instructions in the new normal.	4.30	Often
6. He/She assists teachers in accessing and using professional resources in order to select appropriate strategies to improve student learning while at home.	4.26	Often
7. He/She recommends, orders or authorizes purchase of instructional materials, supplies, equipment and visual aids	4.08	Often

designed to meet student educational needs in distance learning.		
8. He/She ensures that teachers have materials necessary for the successful execution of their jobs in this new normal education.	4.22	Often
9. He/She often employs a variety of communication and dissemination skills to share information and resources including school based- training to help improve the performance of teachers in distance learning modality.	4.31	Often
10. He/She inspects instructional equipment to determine if repairs are needed.	4.22	Often
GRAND MEAN	4.22	Often

Table 1 presents the instructional leadership skills in implementing modular distance learning modalities as a resource provider. It was revealed on the table that the instructional leadership skills as resource provider in implementing modular distance learning modality has a grand mean of 4.22, which is often interpreted as. This means that school heads often perform their duties in the school a resource provider. This implies that school heads provided resources like materials for the construction of modules and other learning materials and equipment needed by the teachers to implement modular distance learning modality. Moreover, school heads employ variety of communication and dissemination skills to share the information and resources. They should also keep themselves abreast of the existing changes and challenges in the educational resources to provide teachers the right opportunities to create instructional innovations. The role of school heads as instructional leaders in being resource providers is unique in the terra firma of teaching because it is directly linked to learners, teachers, curricular offerings, and learning-teaching processes and procedures.

Table 2
Instructional Leadership Skills in Terms of Instructional Resources (N=30)

STATEMENTS	Weighted Mean	Interpretation
1. He/She conducts or participates in workshops, committees and conferences designed to promote the intellectual, social and physical welfare of students in distance learning.	4.33	Often
2. He/She evaluates the effectiveness of instructional programs of the school and applying remedial actions in areas requiring remediation.	4.37	Often

3. He/She facilitates professional learning among colleagues for the improvement of instruction in distance learning modality.	4.30	Often
4. He/She works with colleagues to collect, analyze, and disseminate data related to professional learning quality and its effect on teaching and student learning in the new normal education.	4.22	Often
5. He/She develops test, questionnaires and conduct procedures that measure the effectiveness of curricula and use these tools to determine whether program objectives are being met.	4.32	Often
6. He/She plans or conduct teacher training programs and conferences dealing with new classroom procedure, instructional materials and equipment and teaching aids especially in distance learning modality.	4.31	Often
7. He/She observes work of teaching staff to evaluate performance and recommend changes that could strengthen teaching skills in distance learning.	4.28	Often
8. He/She assists teachers in classroom organization and management.	4.32	Often
9. He/She helps teachers in interpreting test results to asses each pupil's abilities and performance.	4.21	Often
10. He/She shares knowledge and skills professionally and help identify powerful instructional strategies and effective elements of lesson or workweek plans for effective teaching and learning process in distance learning modality.	4.23	Often
GRAND MEAN	4.29	Often

Table 2 presents the instructional leadership skills in implementing modular distance learning modality as instructional resources. It was revealed on the table that the instructional leadership skills in implementing modular distance learning modality as instructional resource have a grand mean of 4.29 which is interpreted as often. This means that school heads often an instructional resource. This implies that school heads provided appropriate technical assistance to the teachers in terms of teaching-learning process. They equipped the teachers with the knowledge, skills and attitudes regarding the implementation of modular distance learning modality. They observe and monitor teachers and share knowledge and skills to the teachers to improve their implementation.

Table 3
Instructional Leadership Skills as Communicator (N=30)

STATEMENTS	Weighted Mean	Interpretation
1. He/She models effective skills in listening, presenting ideas, leading discussions, clarifying and identifying the needs of self and others in order to advance shared goals and professional learning.	4.13	Often
2. He/She provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.	4.27	Often
3. He/She holds meetings to discuss instructional concerns of the school.	4.31	Often
4. He/She organizes information and ideas to be discuss during meetings.	4.28	Often
5. He/She creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning and solutions to identified issues.	4.18	Often
6. He/She motivates teachers to work cooperatively to promote changes in instructional practices to improve student learning in distance learning.	4.32	Often
7. He/She collaborates with teachers in the design and formulation of instructional objectives to improve educational practice and student learning.	4.18	Often
8. He/She leads formal and informal group discussions.	4.36	Often
9. He/She serves as a team leader to harness the skills, expertise and knowledge of colleagues to address curricular expectations and student learning needs.	4.25	Often
10. He/She shows collegiality with teachers, non-teaching staff, and parents.	4.27	Often
GRAND MEAN	4.26	Often

Table 3 presents the instructional leadership skills in implementing modular distance learning modality as communicator. It was revealed on the table that the instructional leadership skills in implementing modular distance learning modality as a communicator have a grand mean

of 4.26 which is interpreted as high. This means that school heads often a communicator. This implies that school heads often serve as team leader who led the team to attain educational goals. They provided proper and accurate communication ways to address the issues and concerns regarding the implementation of modular distance learning modality. Moreover, the school heads often provide a healthy and motivated teaching or work environment where all members of the organization observe understanding and harmonious relationship.

Table 4
Instructional Leadership Skills as Visible Leader (N=30)

STATEMENTS	Weighted Mean	Interpretation
1. He/She participates in in-service activities related to her duties.	4.38	Often
2. He/She arrives punctually to work, programs and meetings.	4.37	Often
3. He/She attends meetings with the principal to share and discuss matters related to instructional concerns.	4.21	Often
4. He/She participates in joint parent-teacher meetings as agreed upon with the classroom/ subject teacher.	4.38	Often
5. He/She provides accessibility with teachers to discuss matters affecting curriculum and instruction.	4.28	Often
6. He/She attends and/or participates in any activity organized by the pupils or teachers.	4.22	Often
7. He/She gives positive feedback to teachers regarding their behavior and performance.	4.38	Often
8. He/She mediates and interacts in a parent conference when appropriate, especially if it involves a complaint about teachers.	4.36	Often
9. He/She acknowledges quality of output in teachers' and pupils' activities such as convocations, organizational meetings, and others.	4.35	Often
10. He/She makes himself/herself available for meetings and/or appointments with pupils, teachers, parents, and the stakeholders.	4.37	Often
GRAND MEAN	4.33	Often

Table 4 presents the instructional leadership skills in implementing modular distance learning modality as a visible leader. It was revealed on the table that the instructional leadership skills in implementing modular distance learning modality as visible leader have a grand mean of 4.33 which is interpreted as high. This means that school heads often a visible leader. This implies that school heads initiate and attend training and meet with school stakeholders to discuss instructional concerns. They often show visibility of their presence daily in school, provide positive feedback to teachers regarding performance and behaviors, acknowledge quality outputs in teachers and pupils' activities and make themselves available for meetings and appointments.

Table 5
Teacher's Performance (N=30)

STATEMENTS	Weighted Mean	Description	Interpretation
A. CONTENT KNOWLEDGE AND PEDAGOGY (Applies knowledge of content within and across curriculum teaching areas and Uses modular-based instruction to enhance learner achievement in literacy and numeracy skills)	3.92	Evident	Very Satisfactory
B. LEARNING ENVIRONMENT AND DIVERSITY OF LEARNERS (Manages learners' behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments)	4.08	Evident	Very Satisfactory
C. CURRICULUM AND PLANNING (Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts)	3.87	Evident	Very Satisfactory
D. ASSESSMENT AND REPORTING (Designs, selects, organizes and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements)	3.81	Evident	Very Satisfactory
E. PLUS FACTOR (Performs various related works/activities that	4.02	Evident	Very Satisfactory

contribute to the teaching-learning process)			
GRAND MEAN	3.94	Evident	Very Satisfactory

Table 5 presents the level of teachers' performance on content knowledge and pedagogy, the learning environment and diversity of learners, curriculum and planning, assessment and reporting, and factor in implementing modular distance learning modality. It was revealed on the table that the level of teachers' performance in implementing modular distance learning modality has a grand mean of 3.94 which is interpreted as very satisfactory. This means that teachers' performance on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and plus factor in implementing modular distance learning modality is evident. This implies that teachers perform the required task given to them to implement the modular distance learning modality effectively. They are equipped with the technical and pedagogical skills needed in the said modality.

Table 6
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
RESOURCE PROVIDER AND PERFORMANCE	0.81	4.22	1.183	Reject Ho	Significant Relationship <i>(Strong Relationship)</i>
INSTRUCTIONAL RESOURCES AND PERFORMANCE	0.80	4.89	1.183	Reject Ho	Significant Relationship <i>(Strong Relationship)</i>
COMMUNICATOR AND PERFORMANCE	0.81	4.55	1.183	Reject Ho	Significant Relationship <i>(Strong Relationship)</i>
VISIVLE LEADERSHIP AND PERFORMANCE	0.84	4.36	1.183	Reject Ho	Significant Relationship <i>(Strong Relationship)</i>

Table 6 presents the test of relationship between the instructional leadership skills as resource provider, instructional resources, communicator and visible leader and teachers' performance in implementing modular distance learning modality. It was revealed on the table that the computed value or t of 4.22 is greater than the tabular value or t of 1.183, so null hypothesis is rejected. This means that there is significant relationship between the instructional leadership skills

as resource provider and teachers' performance in implementing modular distance learning modality. The r value of 0.81 shows strong relationship between the two variables. This implies that when the school heads function well in assisting and providing appropriate and enough resources in implementing modular distance learning modality, the teachers can have a very good teaching performance.

Moreover, this table also presents the test of the relationship between the instructional leadership skills as instructional resources and teachers' performance in implementing modular distance learning modality. It was revealed on the table that the computed value or t of 4.89 is greater than the tabular value or t of 1.183, so null hypothesis is rejected. This means that there is significant relationship between the instructional leadership skills as instructional resource and teachers' performance in implementing modular distance learning modality. The r value of 0.80 shows strong relationship between the two variables. This implies that when school heads' are able to conduct workshops, constant coaching and mentoring activities with teachers to promote the intellectual, social and physical welfare of the pupils, evaluate the effectiveness of instructional programs and apply immediate remedial actions in areas requiring remediation, facilitate professional learning which help teachers improve their skills and harness in expertise and knowledge in the field to address curricular expectations and pupil's learning needs in modular distance learning modality.

Further, this table shows the relationship between the instructional leadership skills as communicator and teachers' performance in implementing modular distance learning modality. It was revealed on the table that the computed value or t of 4.55 is greater than the tabular value or t of 1.183, so null hypothesis is rejected. This means that there is significant relationship between the instructional leadership skills as communicator and teachers' performance in implementing modular distance learning modality. The r value of 0.81 shows strong relationship between the two variables. This implies that school heads are serious in setting an atmosphere that allows trust and reflection to rule over the organization. With this, teachers are very much involved in intellectually-stimulating conversations that do not cease in looking for possible solutions to address challenges and identified issues. Similarly, one will never learn unless he spends time listening to his colleagues, pupils, teachers, and various improvement fields. He has to be welcoming in accepting new policies, new people, new technologies and new modality.

Finally, this table shows the relationship between the instructional leadership skills as visible leader and teachers' performance in implementing modular distance learning modality. It was revealed on the table that the computed value or t of 4.36 is greater than the tabular value or t of 1.183, so null hypothesis is rejected. This means that there is significant relationship between the instructional leadership skills as visible leader and teachers' performance in implementing modular distance learning modality. The r value of 0.81 shows strong relationship between the two variables. This implies that school heads are often available whenever the teachers, pupils and learning facilitators need them. They also conveyed that they make themselves visibly present in school and actively participate in all school activities.

IV. Conclusion

Based on the findings of the study, it was concluded that there is a significant relationship between the instructional leadership skills as resource provider, instructional resource, communicator and visible leader and teachers' performance on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and plus factor in implementing modular distance learning modality. Thus, to effectively implement modular distance learning modality, school heads must possess the quality of an effective and efficient instructional leader who is always looking into the welfare of the teachers, pupils and learning facilitators to help achieve very satisfactory teaching and learning performance.

V. Recommendations

1. The proposed intervention plan formulated should be utilized;
2. Teachers be given the right opportunities to improve their potentialities in engaging pupils learning at home with interactive experiences, providing them innovative instructional strategies and in helping them organize, plan and implement the modular distance learning modality effectively
3. School Heads and teachers should work together to implement modular distance learning modality effectively;
4. The Department of Education should make policy, programs and projects for basic education schools to enhance the teaching performance of teachers and instructional leadership skills of school heads towards quality education especially during this time of pandemic;
5. School Heads and the school organization should be open for sharing of ideas to promote academic excellence;
6. Teachers should provide opportunities for knowledge and network;
7. Teachers should have opportunities to listen to by the school heads for support to make teaching performance directed toward enhancement of academic administration;
8. School Heads should provide materials for the teachers in the implementation of distance learning so teachers will have no reason to implement such;
9. School Heads should provide a healthy, motivating and pleasant teaching environment where love and harmonious relationship is observed;
10. Schools Heads should acknowledge performing and deserving teachers, pupils and stakeholders; and
11. Future researchers should replicate this study to include different locale and variables aside from what is mentioned in this study.

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She is currently a school Principal in Department of Education and was assigned in Tongonan Elementary School, Kananga, Leyte, Philippines. She is handling medium school with 12 teachers. The school is an adopted school of Energy Development Corporation. She is serving DepEd for 15 years already. Her first assignment as School Head was in Mahawan Elementary School, Kananga, Leyte. The school is a multigrade school with 4 teachers. She was then transferred to her current station after 3 years. She was awarded as an Outstanding School Principal for the year 2019 and 2020 in Kananga III District, Kananga, Leyte where her school was located.